DOCUMENT RESUME

ED 062 333 TE 002 884

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TITLE	Advertising and Business Management: Journalism, English.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	20p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Accounting; Behavioral Objectives; *Business Education; Course Content; *Course Objectives; Evaluation; *Journalism; Learning Activities; Publicize; *School Accounting; Students; Task Performance
IDENTIFIERS	*Quinmester Program

ABSTRACT

A course to train students in proper handling of school accounts--contracts, bookkeeping, business letters, the significance of school audit--is presented. Selling advertising and developing ideas of a profit and/or publicity-oriented nature are also covered. Course objectives include the following: (1) The student will explain the purpose of a contract; (2) The student will list several school situations that would require a contract; (3) The student will revise a school's contract specifications to cover current conditions; (4) The student will evaluate several bid proposals; and (5) The student will compose a business letter. (Author/CK)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

ADVERTISING AND BUSINESS MANAGEMENT

5113.71
5114.129
5115.146
5116.149
5164.13

Journalism, English

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Written by Marlene E. Adams
and
Johanna Bullock
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

TE 000 884

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COURSE TITLE: ADVERTISING AND BUSINESS MANAGEMENT

COURSE DESCRIPTION: This course will train students in proper handling of school accounts -- contracts, bookkeeping, business letters, the significance of the school audit, etc. In addition, selling advertising and developing promotional ideas of a profit and/or publicity-oriented nature will be covered. Advertising content and layout will be included. Essential to all club treasurers and business managers of publications.

I. PERFORMANCE OBJECTIVES

A. Given a contract, the student will explain the purpose of the contract.

B. Given the opportunity, the student will list several school situations that would require a contract.

C. Given a contract from the previous year, the student will revise the school's specifications to cover present conditions.

D. Given the description of a situation requiring a contract, the student will devise a contract rough which meets the needs of the situation.

E. Given several bid proposals, the student will evaluate each and explain why he would award the contract to one of the proposals.

F. Given a ledger, a deposit form, a student receipt book, a check requisition, a purchase order, and a report of sales, the student will explain the purpose of each.

G. Given the above and necessary information, the student will fill out each form correctly.

H. Given the special Dade County forms used for newspaper or yearbook accounting, the student will explain or demonstrate the use of each.

I. Given the opportunity, the student will list the distinctions in style and purpose between a business letter and a social letter.

J. Given necessary information, the student will compose a business letter.

K. Given the opportunity, the student will explain the nature and significance of the school audit.

L. Given a number of questions commonly asked by prospective advertisers, the student will answer the questions.

M. Given appropriate information, the student will design an ad suitable for the school paper or yearbook.

N. Given a poorly designed ad, the student will rearrange elements to improve it.

O. Given a number of ads, the student will select the one he feels is most appealing and explain why.

P. Given a number of promotional ideas, the student will classify each, and will project the possible success of each.

Q. Given a hypothetical budget and a time limit, the student will devise a promotional campaign to sell a product or service, or to publicize an organization.

II. COURSE CONTENT

A. Business management

1. Contracts

The Dade County School Board requires that contracts be used in some situations such as yearbook printing and school photography. In cases requiring contracts, blank contracts often are available through the school treasurer. Students should read several different contracts in order to become familiar with the purpose of a contract, the language used, and the items included. Contracts are frequently changed so the teacher should make certain that the ones read by the students are the most recent. The Manual of Internal Accounting also includes examples and explanations of contracts used in Dade County.

2. Bookkeeping

Since students are expected to keep accurate records of the club or publication's business transactions, the Dade County School Board has devised forms to be used for deposits, withdrawals, purchases, etc.

Students should be familiar with these forms, knowing the purpose and type of information required for each. Explanations and examples of each form can be found in the Manual of Internal Accounting. In addition, students should be trained to keep a subsidiary ledger containing all receipts and disbursements and to check the balance with the school treasurer each month. Again, an example of a subsidiary ledger can be seen in the Manual of Internal Accounting. Finally, students should learn to complete the forms required to analyze each issue of the school newspaper or to report periodically on the yearbook's progress. These forms, which can be seen in the Manual of Internal Accounting, include a report of advertising sold, advertising collected, distribution, and a financial summary by issue for newspaper or monthly operating costs for yearbook.

3. Business letters and billing

Students at times may be required to write a business letter and should, therefore, know the following:

a. Forms

Business letters are typed, double spaced between parts and paragraphs, with appropriate margins. In addition, a business letter may be either in block form or indented.

b. Parts of a business letter

(1) Heading

This is placed in the upper right corner and gives the address of the writer and the date. Punctuation conforms with regular rules except no marks are used at the end of lines.

(2) Inside address

This is placed at the left margin, and below the heading. The inside address includes the title and the name and address of the person receiving the letter. Punctuation and form are the same as for the heading.

(3) Salutation

The salutation is placed at the left margin below the inside address and should be in the same general tone as the letter. If the salutation consists of two words, both are capitalized and a colon is the only punctuation used.

(4) Body

The body is the message. The paragraphs should be short, and trite phrases such as "In regard to your letter of..." should be avoided.

(5) Complimentary close

This also should be consistent with the other parts of the letter. Avoid "I am" or "I remain" expressions. Only the first word of the close should be capitalized, and a comma follows.

(6) Signature

The signature is placed below the close according to the form used. It should be signed in ink and written plainly. Most organizations include the title of the writer as well as the name of the firm in the signature.

c. Billing

In order to collect the money for ads sold, staffs have to send bills. Billing forms or invoices are not provided by the county, but are devised by each staff and mimeographed in quantity. Certain information is included on the bill, and blanks are provided for additional variable information to be added on each bill.

4. Audit

The Audits and Reports section of the Finance Department audits the books and records of each school every year. All invoices, bank statements, deposit slips, etc. should be readily available for examination.

B. Advertising management

1. Selling the ad

Since, in most high schools, the clubs and publications cannot depend upon money from an activity fee, they must raise money through the sale of subscriptions, services, products, and ads. Learning to sell ads is a skill to be learned. Consequently, the student, in order to be an effective salesman, should learn the following:

a. Functions of advertising in a high school publication

While the first purpose of advertising is admittedly to provide income, there are other reasons. For example, ads in a high school publication provide a service for the reader and the advertiser by informing them of products and services available. In addition, they promote good will between the school and its community.

b. Types of ads

The student planning to sell ads should know the various types of ads that can be used in a high school publication. Some are:

(1) Display

This is the type of ad most commonly used in school publications. These ads display the product or service for sale. Special care should be taken to insure that the ads really do display the product or service for sale and do not simply list the stores' name and address. Furthermore, the student salesman should be trained to solicit ads from only those merchants whose products and services are of use to high school students. Finally, display ads should be designed to attract readership.

(2) Classified

These are ads placed by readers categorized according to the product or service for sale.

(3) Shopper's column

The advertiser pays, in this instance, to be mentioned in a column which is a combination of the writer's comments and descriptions of certain products found in the advertisers' stores.

(4) Promotional

This refers to advertising that supports an idea being promoted by the publication. Promotions can be conducted for profit or publicity. A newspaper needing to raise money might find an idea suitable both for editorial comment and the sales of advertising. Then, as the editorial staff promotes the idea through bulletin board displays, surveys, stories based on interviews, etc., the advertising staff can sell ads to companies with products that relate to the idea. For example, if the staff were to select "safe driving" for promotion, the editorial staff could run a survey, write stories telling of people who have been in serious accidents, etc,; and the advertising staff could sell ads to tire companies based on the idea that good tires are necessary for traffic safety.

Other groups often develop promotions for profit. The groups can sell a service (car wash), a product (jinx dolls, bagels), or an event (a dance or film) in order to raise money, often to be spent on a "worthy cause." In addition to raising money, the organization earns recognition for conducting the promotion.

c. Preparation for sales

Knowing the purposes of advertising in a high school publication and the types of ads available will help the student salesman. Some of the following items may aid in further preparing him.

(1) Market survey

Results of a survey giving information about the buying powers and habits of the students in the school may help convince the prospective advertiser of the validity of the market. This information could be written as a letter and sent to prospective advertisers in preparation for the salesman, or explained by the salesman himself while calling on his prospects.

(2) Buyer

Knowing the information such as the following may be beneficial to the student salesman:

(1) What is the product or service?

(2) Who handles the advertising?

(3) What type and size of ads does the advertiser generally buy and from whom?

This information could also be used to organize the prospects so that no students call upon the same advertiser.

(3) Salesman

Since selling ads is a skill to be learned, the salesman should be trained in effective techniques. In addition to being dependable, courteous, and eager, the ad salesman should dress appropriately, and know the reasons for advertising in school publications and school statistics such as the enrollment, percentage of girls and boys, etc.

(4) Terms

Before the student salesman goes out to solicit ads, he should be familiar with terms used by advertisers and printers. (These include mat, cut, slick, sig cut, halftone, letterpress, offset, camera ready, etc.)

2. Designing the ad

Effective ads are a result of planning, work, and good knowledge of the elements and principles of ad layout.

a. Elements

Ads may consist of the following:

(1) Illustrations

This refers to any pictures or drawings used in the ads.

(2) Copy

Copy includes all reading matter, such as descriptive paragraphs, headlines, subheadlines, price, etc. Before beginning to write copy, the student should determine what aspect of the service or product he wishes to advertise. He should then phrase this idea so that it will appeal to the advertiser as well as to the reader. Finally, copy should be written so that it is concise, vivid, and appropriate. Special attention generally is given to the closing part which may include an implied or "soft" suggestion or a command.

(3) Standing details

These include the firm's name, address, and trademark.

b. Principles of ad layout

Some of the principles of ad layout are as follows:

(1) Balance

Both formal and informal balance are used in ad layout. Parts or elements of the layout should be evaluated to determine importance and placed to achieve balance.

(2) Gaze motion

Parts of the ad should be arranged to guide the reader's eyes from one section to another.

For instance, special care should be given to see that a model's hand directs the reader's eyes to the price or standing detail instead of off the page.

(3) Distinction

Ads should be distinctive in order to attract maximum attention. The following are some ways of achieving distinction:

(a) Simplicity

Avoid overcrowding sections. Use white space to achieve an airy effect.

(b) Action

Pictures of people or things in action will draw the reader's attention better than pictures that are posed or formal.

(c) Emphasis

Enlarging or exaggerating one section of the ad may attract attention to that section.

c. Preparing for the printer

Ads should be prepared for the printer by blocking out each according to its actual size and by writing instructions such as type specifications in the margin for the printer. Copy area should be indicated on layout, and should be typed and attached.

III. TEACHING STRATEGIES

A. Individualizing instruction

Since the students taking this course will be doing so most often in order to work with the newspaper, yearbook, or a club, the teacher might allow assignments and projects to be interpreted in light of the student's main area of interest. For example, in selling or designing an ad, each student could work on advertising most appropriate to his specialized field. Other assignments, however, could demonstrate the student's perspective by requesting comparisons of purpose and technique among the different fields of study.

B. Projects

Most students will already be involved in a project -- their publication or club. Projects in this quinmester course can be practical, useful tie-ins with the student's ongoing involvement in such activities, and might include an analysis of business practices, publicity, or advertising, etc. done by the club or publication over the last three years; a projected program for the future within that organization; a study of similar organizations around the county or state, with the purpose of getting ideas for improving local activities; or a study of business practices of a club or publication in the professional or adult world and the possible adaptation of some of these practices to school use.

C. Writing assignments

Since the writing of business letters and the designing of advertisments are a part of this course, these activities will be good writing assignments. Though the student may practice on standardized class assignments in these areas, a better utilization of his time might be to write necessary letters and design ads which have actually been sold. These letters and ads could be assigned by the club sponsors as needed and turned in to them for evaluation and use.

D. Discussions

How can a club raise money? How can a publication keep from going in the red? How can an ad be designed to appeal to the specialized readership of student publications? How can an advertiser be convinced to advertise?

Provocative, brainstorming questions such as these are good for generating discussion -- and possible solutions to real problems. In addition, students might discuss the reasons for auditing school accounts and the role of clubs and publications in a school.

E. Short lectures

Short lectures may be useful in conveying information about the school's legal responsibility to keep records; about the characteristics of the many legal forms used by student-maintained accounts; about the techniques of salesmanship; about the terms needed to lay out an ad; and about the necessity for at least breaking even financially in every activity.

F. Resource personnel

Local advertising agencies might provide guests to speak on ad sales and layout theory and technique. A lawyer could bring insight to the problems of the audit, the recordkeeping, and so on. The school treasurer, an assistant principal, or even the principal would probably be glad for the chance to speak to this class to stress the importance of many aspects of this course, and the danger to the school if procedures are not followed. The student activities director is another good resource. He has information about all aspects of student budgets and would be a source of experienced, germane advice and insight.

G. Field trips

Traveling to an advertising agency or department is a relevant field trip. Visiting a public relations firm could be appropriate when studying promotional activities. Attending a courtroom trial of a business for price-fixing, tax evasion, or misleading advertising would be realistic training in the seriousness of business procedures.

IV. LEARNING ACTIVITIES FOR STUDENTS

A. Business management

1. Read a number of contracts, and explain the purpose of each to the class.

2. Read a number of bid proposals, and compare the offers made by each bidder.

3. Determine a service or product needed by a club or organization which requires a contract, and work as a class to write a contract which satisfies the needs of the organization.

4. Discuss the need for contracts in business.

5. Study the various forms used in school accounting, and discuss or explain the purposes of each.

6. Practice filling out such forms, given information by the teacher.

7. Imagine a club's sales campaign, and decide which forms would be used in carrying out such a project.

8. Read a chapter or hear a lecture on the standard forms for business letters.

9. Discuss the differences between business and friendly letters.

10. Compose a business letter needed for a hypothetical or actual situation related to a school account.

11. Prepare a bill for the sale of an ad or other item as it should be sent to the purchaser.

12. Study the county manual on internal accounting to learn the types of records which must be maintained by clubs and publications.

13. Listen to a lecture or guest speaker explain the nature of the school audit and the responsibility of student treasurers to the school.

B. Advertising management

1. Discuss the need for advertising in our society.

2. Use several types of publications which carry advertising to study the differences in the approach and style of ads used in different publications and by different types of advertisers.

3. Investigate the cost of advertising in different school publications, in other local school's publications, and in community publications.

4. Analyze readership of a publication by studying lists of subscribers by grade level, sex, and so on.

5. Interview several subscribers to a publication to gather information about their spending habits -- how much money they control, and what they buy. Analyze this information to obtain a readership profile.

6. Study the reader profile, and discuss in class which local merchants, etc., should be advertising to the audience available to the publication.

7. Prepare for potential advertiser a presentation which emphasizes the advantages of advertising in the publications.

8. See a film or discuss the salesman's image.

9. Dramatize an attempt to sell an ad to a local merchant.

10. Hear a lecture or read a chapter on the terms used in ad layout.

11. Examine in class and compare an advertising mat, cut, slick, and so on. Determine which is used in each relevant school publication.

12. Read the advertising copy in newspapers and magazines. Discuss this copy to see why it is effective and what it is trying to do to or for the reader.

13. Select an advertiser or a product, and write the copy for an ad which could be used in a school publication. Consider the audience which will read the ad, and imagine their response.

14. Study different ads to compare the illustrations in advertising. Discuss effectiveness of photography, cartoons, puzzles, special effects, and so on.

15. Think of different ways an advertiser might illustrate his ad. Discuss the relative effectiveness of each method in class.

16. Discuss what nearly all ads have in common. Compare in class the ways in which ads present the advertiser's name and address, the name of a product, and so on. Generalize about such elements in advertising. Explain exceptions to your generalization.

17. Hear a lecture or read a chapter on the elements of ad layout.

18. Learn the terms used in labeling parts of an ad and in discussing reader psychology (gaze motion, balance).

19. Find the parts of several published ads, and label them.

20. Take an ad from a school publication and rearrange elements of the ad to make it more appealing.

21. Design an ad for a particular potential advertiser to place in a particular school publication. If permitted, go to the advertiser and try to sell it; otherwise, explain in class why the ad would be successful if published.

22. Hear a lecture on the methods of preparing an ad for the printer, including type specification, blocking, indicating size, and handling of illustrative material.

C. Promotions

1. Determine in class discussion the types of promotions often used by organizations and publications. Discuss the effects of each type -- on the public, and on the organization.

2. List possible promotions which could be used for raising money and the advantages of each.

3. List possible promotions which could be used to provide public service or entertainment and discuss the advantages to the public and to the organization of each.

4. Evaluate past promotions used by different organizations at school.

5. Hear a lecture on or otherwise check into the legal problems with certain promotions such as contests, raffles, drawings.

6. Calculate the expenses of running a promotion compared with the profit or other positive effects of the promotion.

7. Plan a promotional campaign for a particular organization or publication with a specific purpose to accomplish. If permitted, carry out the promotion and evaluate results. If not, discuss in class the likely problems and results of the promotion as planned.

V. STUDENT RESOURCES

A. State-adopted textbooks

Hartman, William. Journalism. River Forest, Illinois: Laidlaw Brothers: 1968. Chapters 15 and 16.

Mulligan, John and D'Amelio, Dan. Experiences in Journalism. Atlanta: Lyons and Carnahan, Inc.: 1966. Chapter 17.

B. Reference materials

1. Daily newspaper

2. School newspaper

3. Periodicals

a. The School Press Review

b. Quill and Scroll Magazine

V. TEACHER RESOURCES

A. Textbooks

Hartman, William. Journalism. River Forest, Illinois: Laidlaw Brothers: 1968. Chapters 15 and 16.

Mulligan, John and D'Amelio, Dan. Experiences in Journalism. Atlanta: Lyons and Carnahan, Inc.: 1966. Chapter 17.

Hach, Clarence and English, Earl. Scholastic Journalism. Ames, Iowa: Iowa State University Press: 1968. Chapter 18.

Spears, Harold. High School Journalism. New York: Macmillan Company: 1956. Chapters 19, 20, and 21.

Adams, Julian and Stratton, Kenneth. Press Time. Englewood Cliffs, New Jersey: Prentiss-Hall, Inc.: 1963. Chapter 19 and Editor's Handbook.

B. Films

Approach (Salesmanship). McGraw Hill, 10 min., B&W. 1-04047.

Closing the Sale. Jim Handy, 30 min., B&W. 1-31304.

Developing Your Sales Personality. Dartnell, 30 min., B&W. 1-31380.

How to Make an Effective Sales Presentation. Dartnell, 29 min., B&W. 1-31330.

Making That Sale. McGraw Hill, 14 min., B&W. 1-11584.

What Is a Contract? Coronet, 10 min., B&W. 1-00451.

What It Takes to Be a Real Salesman. Dartnell, 29 min., B&W. 1-31375.

Writing Better Business Letters. Coronet, 22 min., Color. 1-05601.

The Hidden Side of Selling. Roundtable, 34 min., Color. 1-31328.